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ABSTRACT

An activity-based approach to learning the U.S. Constitution through a series of clues that describe the amendments and articles is presented in this lesson plan. The articles and amendments are placed in envelopes and put in different locations throughout the school. The clues given to the students partially describe the Constitution and partially describe the location of the article or amendment being sought. The objectives for the lesson plan are to teach: (1) a knowledge of the structure of the Constitution; (2) the basic principles that are to be found in the Constitution; (3) cooperation through developing group-working skills; and (4) deductive reasoning skills. The activity serves to stimulate the interest of the faculty and students in the study of the Constitution. (SM)

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We the People of the United States . . .

Scavenger Hunt

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Project '87

RATIONALE

The recent celebration commemorating the Centennial of the Statue of Liberty has once again raised American consciousness on the principles that our country was founded. One cannot help but wonder if the Bicentennial of the Constitution will elicit such exuberance. The Statue of Liberty is symbolic of American liberty, but the Constitution IS that liberty. The Constitution is the embodiment of the principles of democracy written out in a practicable framework. Unfortunately, John Q. Public has very limited knowledge of the Constitution or its application. Very few Americans realize that their way of life is protected by that yellow parchment, we take so much for granted.

The time has come to educate Americans on the importance of our Constitution. This document has value not only because of its rich historical tapestry, or for the vital infrastructrue it establishes today, but for the future it represents. Constitutions in the 20th century are notorious for their brief life span. The U.S. Constitution has set the precedent the nations of the world seek to emulate. Yet the democratic principles it states are for the most part, still alien to our own people. One might assume that our Constitution is a firmly entrenched bastion of liberty, insurmountable by anarchical foes. However, the founding fathers were careful to warn against the "unenlightened rabble". Americans have become too complacent about our governmental system when polls indicate a majority of Americans today would not adopt the Bill of Rights if it were presented in a referendum. The complex principles of majority rules versus minority rights has confounded the public in terms of how much freedom we are going to allow others within the society to have. Civil libertarians are alarmed at the tendency to limit the freedoms advocated by the Bill of Rights. Conservatives are alarmed at the extent which the Supreme Court has gone to protect the rights of individuals. There is some speculation in some quarters that perhaps we have lost sight of the principles of justice that the Constitution inherently represents.

Therefore the Bicentennial of the Constitution presents a unique opportunity for sowing fertile ground. The occasion will stimualte interest in the American public and as teachers we have only to provide the appropriate vehicles for study and enhancement of awareness of the U.S. Constitution. This lesson plan offers an opportunity for students and faculty to learn the Constitution and other important skills at the same time.

EXPLANATION

The Constitutional Scavenger Hunt is a lesson plan to further knowledge of the U.S. Constitution. A series of clues that describe each of the articles and amendments of the Constitution are written, using the attached format. The clues partially describe a section of the Constitution and partially describe a person or location within your school. Faculty and staff can also participate to increase their knowledge of the Constitution. A time limit is set and the people search out the clues and if they are correct, will find and envelope that has that particular section of the Constitution in it. The individual or team with the most envelopes at the end of the game is the winner.

OBJECTIVES

The Scavenger Hunt on the Constitution will:

1. Teach a knowledge of the structure of the U.S. Constitution.
2. Teach the basic principles that are to be found in the Constitution.
3. Teach cooperation through developing group-working skills.
4. Develop deductive reasoning skills.

FIELDTESTING

When the Scavenger Hunt was tried at Cherokee High School, the response was very impressive. Teachers were very cooperative. Giving the teachers a copy of the clues makes them involved in the game and understanding of any small problems that may develop. The Scavenger Hunt was also tried with the teachers as participants. Many of our 96 faculty members actively searched out the clues or were at least interested enough to try and figure out the clues. One problem that arose was in trying to have teachers and students doing the project at the same time. Teachers had more free access to areas and personnel and therefore, had a distinct advantage over the students. Students claimed the project to be "great fun" and they may have accidently learned something! Overall teachers and students felt it to be a very worthwhile learning experience.

Any questions or comments you would like to submit should be sent to

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TEACHER INSTRUCTIONS

1. Make copies of Appendix A, Instructions for Students.

2. Make copies of Appendix B, Clues, after you have adapted them to your school. (See Below)

3. Make 10 copies of the segments of the Constitution that are needed and place them in decorated envelopes.

4. Place the clues in locations and with the necessary persons around the school. Make only 10 envelopes for each clue. This way the first ten to figure out the clue will get the envelope and everyone will have to finsih the project as quickly as possible.

5. It is important that if more than one class is participating that all of the materials be given out the day before and stress that NO students are allowed to begin before the designated time period.

6. Divide the students into teams, give out the materials.

7. Set the award system, either a grade or some sort of privilege.

8. If the faculty is participating, a small stipend from school funds or even a release from hall duty is a great motivator.

9. Save the signatures of the Constitution in case there is a tie that needs to be broken.

ADAPTING THE CLUES TO FIT YOUR SCHOOL

The clues can easily be adapted to fit most schools. Use anecdotes about faculty members, rhymes with names, locations, specific students, etc. Some of the clues will fit any school, such as the goal posts, library, or trophy case. The clues do not have to rhyme. Try and make the clues as difficult as possible because you do not want all of the teams to come up with all sections of the Constitution. Use teachers who have extracurricular activities for clues such as the cheerleading sponsor, newpaper advisor and coaches.

INSTRUCTIONS FOR STUDENTS

You are about to begin a Scavenger Hunt for the articles and amendments to the U.S. Constitution. In a scavenger hunt, you read clues and deduce a person or location. You will work in teams. Your team is looking for an envelope which has inside of it an article or amendment to the Constitution. Your goal is to compile as many of these envelopes as possible. After reading the clues and coming up with an answer, you are to approach the person or location to retrieve the appropriate envelope. The winning team is the one with the highest number of envelopes.

Objectives: To further your knowledge of the Constitution, its component parts and to learn to work well within a group. This exercise will also help to develop your deductive reasoning skills.

1. It is important to select a team leader. The leader will make sure that everyone on the team has input and also that you are not all pursuing the same clues.
2. When trying to figure out the clues, keep in mind teacher names, student names, and locations around the school. Remember anecdotes about specific teachers or the assignments they give.
3. You are allowed to look for the envelopes 30 minutes before school and 30 minutes after school, between classes and during lunch as school rules permit.
4. IT IS ABSOLUTELY FORBIDDEN TO INTERUPT A TEACHERS CLASSES. Any student who does this will forfeit any envelopes they have.
5. Do not start the game before your teacher tells you to. Everyone must have the same amount of time. There is a time limit on the game and only 10 of each clue, so make sure you don't wait to long to begin.
6. Do not randomly ask people if they are a clue. You must say specifically, "Are you Amendment # ___?"
7. When trying to figure out the clues, read the lines which are direct quotes from the Constitution, because theymay indicate who or where to look.
8. The envelopes are red white, and blue. Keep your envelopes bundled together and secure from vandals.
9. It is important for the success of the game for people to be honest. If you are the first to find a particular location or clue, do not tell anyone or destroy the other envelopes that are there. If you do win, do it honestly!

GOOD LUCK!!!!

CLUES

1. Preamble: We the people do ordain and establish . . .
That the people can do pretty much as they wish,
The goals of liberty were extrememly bold -
And they point to the ultimate sport we're told.

2. Article I: All legislative powers herein granted shall be vested in a Congress . . .
Which in a school can offer a system of redress.
Each class selects members to repesent them,
Which in turn selects a speaker, whose goal is to win!

3. Article II: The executive power should be vested in a president,
And a father of our country we were duly sent.
This one for literature is well renowned,
You might say a prominent individual in town.

4. Article III: The judicial powers of the U.S. shall be vested in one Supreme Court.
Around here you might say the discipliner of top resort-
The name may be common -
But not his connection to sports!

5. Article IV: The citizens of each state shall be entitled to all privileges and immunities . . .
Being determined at present for Seniors.
Their leader may cook,
And you can bet he'll try every trick in the book.

6. Article V: And well it should be mentioned,
That amendments can be proposed from a convention.
When warring factions sometimes call a truce,
From the legendary wheeler of Trivia Pursuit!

7. Article VI: The Constitution shall be the Supreme Law of the Land,
The one who ultimately decides the case,
To whom the students give a rousing hand,
The final authority where leadership is placed.

8. Article VII: The ratifications of conventions of nine,
Must say the document is might fine -
Where the economics are flavored with wine,
In the hall where the cooking is better with time.

9. Amendment 1: Freedom of the press its guaranteed we meet,
Though advisors are fortunately allowed to delete.
There's two of them here who can't be beat,
The pretty one is who you need to greet.

10. Amendment 2: We are guaranteed the right to bear arms,
To protect the cities, towns, and farms.
And Squat had his own peculiar charms,
And a protector thereof, to keep him safe from harm.

11. Amendment 3: No soldior in time of peace shall be quartered . . .
But the "quarter-lady" will sure make bones,
When financial laments continue to drone,
And the troops must see her before they go home.

12. Amendment 4: Rights of the people to be secure in their persons,
Against unreasonable seizures and searches.
To pick up your letter after the trial
Obtained from the athletic bird with a smile.

13. Amendment 5: No person shall for the same offense,
Be twice put in jeopardy of life and limb.
Though her rules may seem a capricious whim,
To teacher the red berries can really win.

14. Amendment 6: The accused shall enjoy the right to a speedy, public trial,
Not left loitering in the anteroom all the while.
But the company present is rarely cross,
For the significant amount of time that's lost.

15. Amendment 7: The right of trial by jury shall be preserved . . .
To ensure a fair decision.
This amendment is found with one most reserved,
Amongst the mathematical persuasion.

16. Amendment 8: Excessive bail shall not be required,
Nor cruel and unusual punishment inflicted,
Amongst the papers the wicked are mired -
Or you might say - restricted!

17. Amendment 9: The enumeration in the Constitution of certain rights ,
Shall be retained by the people.
The relation to royalty is obvious on sight,
And his tests are most improbable!

18. Amendment 10: The enumeration in the Constitution of certain rights . .
Are reserved to the states respectively,
She spends her time on reflection of lights,
And is polite to all unendingly.

19. Amendment 11: Any suit or law cannot be prosecuted against the U.S.;
By any citizen of another state.
Alice in Wonderland, but not by the wife,
From the man who was recently under the knife.

20. Amendment 12; The electors shall meet in their respective states,
To choose a candidate from off the slate,
The ratings are definitely going to be 1,
From our own favorite hairy son !

21. Amendment 13: Neither slavery nor involuntary servitude,
Shall within the U.S. exist.
Though students may at times be rude,
He can be their favorite dude!

22. Amendment 14: No state shall deprive any person from life, liberty,
or property. . . .
Without due process of law.
The journal entries must be kept secret,
By the lovely lady in 100 hall.

23. Amendment 15: The rights of citizens to vote,
Shall not be denied,
The reference sections are her special note,
But you must have a pass to get inside.

24. Amendment 16: The Congress shall have power to lay and collect tax,
On incomes from whatever source derived,
If in filling out your forms, you become lax. . .
He eagerly your schedule begins to contrive!

25. Amendment 17: The Senate shall be composed of 2 from each state;
Georgia's choices are Mattingly and Nunn.
She makes you learn state after state,
Her rival as senior sponsor is none!

26. Amendment 18: The manufacture, sale, or transportation
Of intoxicating liquor is prohibited.
The weight lifter forces them to behave,
As their moral character he tries to save.

27. Amendment 19: The right of citizens to vote shall not
Be denied on account of sex.
Male chauvinist learning the current tides,
In this class receive a hearty hex!

28. Amendment 20: The President's term shall end at noon,
On the 20th day of January.
Tryouts are definitely approaching soon,
And the spirit will bounce right off the moon!

29. Amendment 21: The 18th Amendment is hereby repealed,
Her talent for teaching is notably revealed,
The brochures and mottos in this class abound,
As well as literary giants renowned.

30. Amendment 22: The president shall not serve more than ten years,
These people are here to allay all our fears.
Her soft Southern drawl,
Is found at the top of 100 hall.

31. Amendment 23: Electors are given to Washington D. C.,
So representation is spread out equitably.
The gym echos with Reeboks boltin'
And reeks of smells most revoltin'.

32. Amendment 24: Anyone can vote in any primary,
Though ins and outs can make one contrary,
The policies may seem a little tough -
But only to those who are pretty rough!

33. Amendment 25: In case of removal of the President from office,
By death or resignation . . .
We know he didn't partake of the feast,
For the lines recount overwhelming participation!

34. Amendment 26: The rights of citizens who are 18 or older,
Can vote whether shy or bolder!
These hallowed hall with notes do echo,
If only one could find the right row!

35. Signatures; And the laurels reaped on the heads of the framers,
Where the frames go round and round.
The signatures finish the document,
Amongst all the gold thats come down!

ANSWER SHEET

1. Goalpost on the football field.
2. Student Council President.
3. Joan McFather, English teacher.
4. Ronnie Smith, Assisstant Principal.
5. Jay Baker, Senior class president.
6. Jackie Bruce, Government teacher.
7. Dr. Casey, Principal.
8. Jeff Garrett, Economics teacher, Room 309, where the HomeEc rooms are.
9. Newspaper advisor, Dot Street.
10. Squat, the school mascot, Dr. Stone who protects it.
11. Donita Jones, school bookkeeper.
12. Carole Peacock, athletic secretary, gives out the ISD letters.
13. Holly Lindstrom, Assistant Principal.
14. Mrs. Moss, secretary where students wait to see the principal.
15. Tammy Robillard, shy math teacher.
16. Anne Scott, ISD supervisor who runs copies.
17. David Cofield, history teacher in geneaology.
18. Physics teacher, Emma Ridenhour.
19. Mickey Brown, literature teacher, recent operation.
20. Band Director, David Harrison.
21. Tom Freeman, history teacher.
22. Margaret Jackson, 9th grade English teacher.
23. Sybil Denny, librarian.
24. Rich Dreschel, director of scheduling.
25. Pat Stewart, geography teacher, senior sponsor.
26. Richard Potts, weight lifter, special ed. teacher.
27. Susan Padgett, Contemporary history, women's libber.
28. Teresea Williams, Cheeerleader sponsor.
29. Angie Josey, English teacher, English magazine advisor.
30. Betty Barrett, Counselor.
31. Bill Holton, P.E. coach.
32. Jackie Smith, attendance clerk.
33. Hidden in cafeteria.
34. Hidden under the 18th numbered seat in the auditorium.
35. Hidden in the trophy case in the lobby.

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